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Ken Haycock

San Jose State University, ken.haycock@sjsu.edu

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Library Services for French Language Programs

Ken Haycock

During the past few years the Vancouver School Board Library Services has attempted to provide adequate library services for schools with French language programs. With different sources of funds, different policies and procedures and limited personnel and resources, both the Library Services and Modern Languages sections agreed that some consistency in expectations, approaches and support would be beneficial. In examining the various areas of concern, assumptions about the service are stated, recommendations are made and the current status is given.

RECOMMENDATIONS AND STATUS

Introduction of Service

Assumption: French language programs warrant the same level of library service as English language programs. Planning for the implementation of French language programs should include provision for library services - qualified personnel, adequate facilities, appropriate materials.

Problem: Planning for provision of an adequate level of library service had not taken place. Serious problems existed in the evaluation, selection, acquisition, organization, management and use of French language library resources.

Recommendation: *Policies and procedures for library services should be incorporated into planning processes for French language programs.*

Status: Implemented, 1981.

* French language programs referred to in this report include programs where French is the language of instruction and

Personnel

Assumption: The role, competencies and qualifications of the teacher-librarian as approved by the officials and trustees should apply to all schools and programs, regardless of language of instruction. In addition, teacher-librarians serving French language programs should meet the criteria which apply to all teachers of French immersion (including fluency in French and English). The quality and quantity of professional support staff directly affect the quality of the program.

Problem: Where responsibilities exist for both French and English programs a larger percentage of time is required for administration of the resource centre due to additional complexities of evaluating, selecting and acquiring French language library resources. Also, few teacher-librarians serving French language programs meet requisite qualifications and language fluency.

Recommendations: *Teacher-librarians serving French language programs should meet the minimum qualifications policy for teacher-librarians and work toward implementing the role of the teacher-librarian. Status: Implemented, 1981. Additional teacher-librarian time and/or staff assistant time for the resource centre should be allocated due to increased complexities and demands. Status: Implemented in special situations, 1981. As a minimum, teacher-librarians should be encouraged to improve their French language fluency through existing conversation classes and summer bursary programs. Status: Implemented, 1981.*

do not include French as a second language.

Evaluation and Selection of Resources

Assumption: The policies and procedures outlined in *Selecting Learning Resources: A policy Statement* refer to all curriculum resources, regardless of language of instruction.

Problem: Teacher-librarians select most English language materials by taking advantage of critical evaluations in professionally prepared aids. Some of these reviewing "tools" are provided for all school resource centres. For French language programs, however, selection must be based too often on quick appraisal of material in hand rather than a thorough analysis. This means that information is available on a narrow range of material and that less attention can be paid to accuracy and student interest. There is difficulty in locating good curriculum material at the primary level and recreational reading materials that can correlate a higher interest level with a lower reading ability in the French language.

Recommendations: *It is essential that an annotated list of recommended materials be developed for French immersion programs for each grade level, starting with Kindergarten - Grade 1. This basic list of book and nonbook materials would form a district demonstration collection and would be purchased for new programs such as an "opening day" collection. Status: Implemented, 1981 and Ministry of Education lists in 1982. Basic aids for the evaluation and selection of French language materials should be provided to the teacher-librarians involved. Status: Implemented, 1982: See Appendix B.*

Acquisition of Resources

Assumption: Procedures for acquiring French language resources should be as efficient and easy as possible.

Problem: The acquisition of French language resources is a continuing problem. Much material was purchased through local French language booksellers where it is possible to view a narrow range of materials. This did not prove satisfactory. It is also difficult to acquire French language materials with binding of sufficient quality that it can withstand use by students in a school situation. More staff time is expended in the acquisitions section of the Library Services Processing Centre for French language materials than for English language materials due to the large number of single copies of titles purchased at different times by different schools.

Recommendations: *Procedures for acquisition of French language library resources should be standardized to reflect Library Services procedures, regardless of the section purchasing the materials. This will ease workloads both in the school resource centre and the Library Service Processing Centre.* Status: Implemented, 1982. *French language funds for library resource centres from all sources should be specified and transferred to the appropriate school resource centre account numbers.* Status: Implemented, 1982. *Sources of supply of French language materials should be identified and tested.* Status: Implemented, 1982. *Alternatives to bindery services currently used should be identified, including the possibility of modified in-house binding.* Status: Partial implementation, 1982.

Budget Allocation

Assumption: Library services for French language programs should be established and maintained at a level equal to English language programs.

Problem: French language programs were generally receiving inferior service with smaller collections, poorer facilities, less furniture and equipment and greater demands on a teacher-librarian's time.

Recommendations: *Current standards should be applied to all resource centres for French language programs. A minimum size should be established for the resource centre collection [1500-3000 volumes] and phased in by grade levels.*

Status: Implemented 1982: See Appendix A. *Decisions should be made to finalize responsibility for budget development and allocation for establishing collections and maintaining them. It is recommended that Modern Languages provide funds for establishing collections and that Library Services budget to maintain them. A maintenance budget for two languages must be at least 50% larger than a comparable unilingual budget.* Status: Implemented, 1982 but with Library Services now budgeting for both establishing and maintaining collections: See Appendix A.

Organization of Resources

Assumption: The same standards of classification, cataloguing and processing that apply to English language materials should apply to French language materials. Also, French language materials should be catalogued entirely in the French language.

Problem: Assumptions are in place as practice but difficulties are encountered in work flow due to a lack of advance warning of purchase of materials by others providing resources such as Modern Languages staff. Library Services also receives a large number of requests from outside the district for catalogue card sets. No policy or procedures have been established for this.

Recommendations: *Present practices should continue. The Manager of Library Services should be informed in advance of all purchases of French language materials which will require cataloguing and processing. Funds for professional cataloguing assistance in French should be provided. Library Services, in consultation with the appropriate officials, should establish procedures for the sale of French language catalogue card sets.* Status: Implemented, 1982: See Appendix C.

Related Areas

Facilities - Adequate facilities should be provided for French language services but the space required for a core collection of materials is often overlooked. Few facilities are adequate at present. The need for adequate space for essentially two collections of materials cannot be stressed too much. Status: An upgrading program was begun in 1982.

Furniture and Equipment - A basic list of furniture and equipment is followed for English language programs. This was not followed for French programs. No one was responsible for providing adequate furniture and equipment such as shelving, circulation desks and card catalogue cabinets. Limited funds were provided by Modern Languages, but it was not possible to provide all of the essential furniture and equipment from these funds. Status: Renovations were incorporated into planning procedures in 1982.

District Services - Knowledge of French language resources - their availability, evaluation, selection and acquisition - is much more difficult to develop and maintain than for English language materials due to less documentation of their availability and fewer professional reviewing aids. It is essential that one full-time person be engaged to alleviate unwarranted burdens at the school level. Such a person could also provide program support for the development of research and study skills and library services for language improvement. An alternative might be a bilingual district teacher-librarian to develop and maintain French collections and to assist expanding French language programs in primarily English language schools. Status: Additional district staff for this function has not been provided and will not be during the current restraint program; however, programs have been developed to facilitate communication and sharing on school time among teacher-librarians in French language programs.

Conclusion

The Vancouver School Board Library Services is anxious to provide a consistent level of service for French language programs. With resolution of difficulties Vancouver School Board Library Services can provide the same level of service for French language programs as for English language programs.

Ken Haycock is the Coordinator of Library Services, School District No. 39 [Vancouver]

Appendix A

Budget for Library Resources for French Immersion Centres/Classes

Status: Implemented , 1982

I ESTABLISHMENT OF COLLECTIONS

New Collections for Early Immersion:

A minimum of 1500 volumes is phased in as grades K-1-2 are added over three years. For new centres with Kindergarten only, a basic collection of 500 volumes is provided.

Additional Grade Levels for Early Immersion:

A minimum of 500 volumes is acquired for each new grade level added to a program. This provides a basic level of support for expanding student interests and ability levels and an expanding scope of curricula.

New Collections for Late Immersion:

The minimum size recommended for any library resource centre is 1500

volumes or 15 volumes per student, whichever is greater. This is the standard for minimum collection size in Vancouver schools. This provides a basic collection which can be maintained in subsequent budget years.

New Collections and Additional Grade Levels for Secondary Programs:

A minimum of 3000 volumes in French are provided through a \$50,000 establishment grant in two phases. For the additional of new grade levels a minimum of 1,000 volumes is provided. This level provides a reasonable level of program support and approximates the 15 volumes per student minimum maintained in the district.

II MAINTENANCE OF COLLECTIONS

Based on the language of instruction, existing collections (if any), cost and physical quality of materials, these guidelines will apply:

For per capita allocations -

students in French programs situated in English schools - allocation at 1.2 of English allocation

students in French programs situated in Immersion schools - allocation at 1.5 of English allocation

1982 Budget Allocation for Maintenance: \$40. per student (approx.)

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Appendix B

Evaluation and Selection of Resources

Selection Aids Provided from

District Funds for Schools with French Programs

Status: Implemented, 1982

- A. Subscriptions (Annual)
 1. Choix: documentation imprimée*
- secondary school(s); Library Services Processing Centre; Teachers' Professional Library
 2. Choix: documentation audiovisuelle*
- secondary school(s); Library Services Processing Centre; Teachers' Professional Library
 3. Choix jeunesse: documentation imprimée
- all schools
 4. Choix jeunesse: documentation audiovisuelle**
- all schools
 5. Bulletin critique du livre français
- Teachers' Professional Library
 6. Lecture-jeunesse
- secondary school(s); Teachers' Professional Library
 7. Les livres
- Teachers' Professional Library
 8. Nos livres
- Teachers' Professional Library
 9. Québec français
- secondary school(s); Teachers' Professional Library
 10. Revue des livres pour enfants
- secondary school (s); Teachers' Professional Library
 11. Suggested title listings (Calgary)
- elementary lists for annexes; elementary and junior secondary lists for elementary; junior secondary and senior secondary lists for secondary; all three lists for Teachers' Professional Library
- * annual cumulations for 1978, 1979 and 1980 are in secondary school(s), Library Services Processing Centre, Teachers' Professional Library
- ** annual cumulations for 1978, 1979, 1980, and 1981 are in the Library Services Processing Centre and the Teachers' Professional Library
- B. "Freebies"
 1. Bibliographie du Québec (Bibliothèque nationale du Québec)
- Library Services Processing Centre; Teachers' Professional Library
 2. Cent livres à nous, cent livres pour vous (Communication Jeunesse)
- now out-of-print - replaced with: Livres québécois pour enfants
- all schools; Teachers' Professional Library
 3. Livres amorces, livres choc (La Joie par les livres)
- all schools; Teachers' Professional Library
 4. Répertoire des périodiques québécois (Bibliothèque nationale du Québec)
- all schools; Teachers' Professional Library
 5. Sources d'information sur les livres canadiens-français de jeunesse (National Library of Canada)
- all schools; Teachers' Professional Library
- C. Others
 1. Biblio-jeunes (Centrale des bibliothèques)
- precedes Choix jeunesse
- annual cumulations for 1971, 1971/72, 1972/73, 1973/74, 1974/75, 1975/76, 1976/77 are at the Library Services Processing Centre
 2. Canadiana
- Library Services Processing Centre
 3. Guide de lecture pour les jeunes, 5-13 ans, 1973 (Bélisle)
- Teachers' Professional Library
 4. Instruments de choix et de commande ...pour les centres multi-media scolaires (Centre franco-ontarien ...)
- all schools; Teachers' Professional Library
 5. Liste des périodiques pour centres de documentation scolaire (Centre franco-ontarien ...)
- all schools; Teachers' Professional Library

6. Livres canadiens pour la jeunesse (1980)
- all schools
7. Les livres disponibles, 1981
- Teachers' Professional Library
8. Livres et auteurs québécois (Université Laval)
- Teachers' Professional Library
9. Pleins feux sur la littérature de jeunesse au Canada, 1972 (Lemieux)
- Teachers' Professional Library
- D. Schools are encouraged to purchase additional selection aids from the school-based library services budget.

CANADIAN HISTORIES

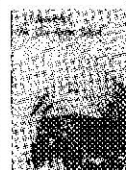
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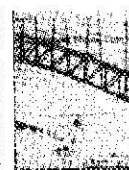
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Appendix C

Cataloguing of French Materials in District 39 (Vancouver)

Teacher-librarians in the Vancouver district are encouraged to obtain as much material as possible precatalogued and preprocessed. This applies to materials for the French immersion and Programme-Cadre de français classes as well as to English language materials. At present we are purchasing such materials from the National Book Centre and from Saunders Books Wholesale. Cataloguing kits are also purchased whenever possible either from Saunders or from Canadian Biblio Consultants Ltd.

Those materials which cannot be obtained precatalogued or for which cataloguing kits are not available are catalogued for resource centres in the Vancouver schools by the library services processing centre. The materials (both book and nonbook) are catalogued entirely in French according to the latest accepted standards and codes. Every attempt is made to have this cataloguing as consistent as possible with what is done for English materials and with what is received from our major supplier, the National Book Centre.

Descriptive cataloguing is done according to *Anglo-American Cataloguing Rules*, 2nd edition Chicago: American Library Association, 1978. The second level of description with some minor modifications is used.

Classification numbers are assigned from *Dewey Decimal Classification*, 11th abridged edition (Albany, N.Y.: Forest Press, 1979).

Subject headings for elementary materials are assigned as often as possible from *Vedettes-matière jeunesse*, 2nd edition (Québec: La Centrale des bibliothèques, 1982) supplemented where necessary with headings from *Répertoire de vedettes-matière*, 8th edition (Québec: Bibliothèque de l'Université Laval, 1976). Subject headings are assigned to secondary materials from the *Répertoire*. The *Index anglais-français des termes utilisés dans le Répertoire de vedettes-matière*, 2nd edition (Québec: Bibliothèque de l'Université Laval, 1976) has proven very useful in assigning subject headings. A similar index to *Vedettes-matière jeunesse* will be available from VSB Program

Services this fall. It should also be noted that new editions of Laval's *Répertoire* and its index will also be available this fall.

Biblio-Jeunes (Québec: La Centrale des Bibliothèques, 1971-1977) and its successor *Choix Jeunesse* (1978-) are used as references in the same way a cataloguer would use Canadiana or the LC catalogues. They are excellent references in that they are very current and include most titles selected by our teacher-librarians.

Many titles selected are translations of titles in popular English series, for example the Macdonald "Starters" which have been catalogued previously at the Processing Centre or by our major supplier, the National Book Centre Limited. It is a simple matter to translate our records for these titles to create a French entry in our files.

In cases where original cataloguing is required, the cataloguing staff rely on their own knowledge of French to determine the book's content. Although not fluently bilingual, the staff are proficient (with dictionary assistance) in reading and writing French.

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